

G. Activities To Be Funded

[Federal Planning Guidance: For each of the programs in your unified plan, provide a general description of the activities the State will pursue using the relevant funding.]

The Arkansas Workforce Investment Board will coordinate and establish policy for conducting all employment and training activities within the workforce investment system created by the federal Workforce Investment Act of 1998 and Arkansas Act 1125 of 1999, including all activities conducted in and through Arkansas' One-Stop career centers.

[The information below offers a general overview of the activities to be funded for the programs included in this plan. In accordance with the planning guidance, information requested about specific programs follows the general overview.]

PERKINS III/ TECH PREP

Many of the activities that are funded with Perkins are included in the general description of the program. However, the following are specific examples that are common across the state:

- The addition of advanced technology (industry standard) to vocational and technical programs such as Voice Activation and Multimedia Applications in Business, Food Science in Family and Consumer Sciences, Biological Sciences in Agriculture, Computerized Engine Performance Diagnostics in Automotive Technology, Automated External Defibrillator Trainer in Medical Professions
- Career guidance and counseling for students
- Teacher in-service training on advances in their occupational specialty
- Teacher and counselor inservice training on integrating academic and vocational education
- Student assessment in vocational education and career interests assessments;
- Adaptive and assistive technology for students with disabilities and other assistance for students who are members of special populations
- Assistance for students in vocational and technical education programs with basic skills necessary to be successful in their program
- New curriculum and instructional materials.

WORKFORCE INVESTMENT ACT TITLE I (YOUTH, ADULT, AND DISLOCATED WORKER)

Title I funds will be used for core, intensive and training services, as described in the federal Workforce Investment Act.

ADULT EDUCATION AND FAMILY LITERACY

Activities to be funded using state and federal adult education funding include the following: assessment, adult basic education, adult secondary education, English as a Second Language (ESL), workplace education, family literacy, administration of the Tests of the General Educational Development (GED), pre-employment skills, professional development, technical assistance, and administration.

FOOD STAMP EMPLOYMENT & TRAINING PROGRAMS

The components to be funded are: independent job search, job club, GED/high school completion, English as a second language and WIA Title I referral.

TRADE ACT PROGRAMS

The activities funded include tuition, books and supplies, transportation, job search and relocation expenses, and once unemployment insurance benefits, if any, are exhausted (TRA), usually for 52 weeks but depending on individual circumstances.

WAGNER-PEYSER ACT

With Wagner-Peyser funding, AESD will provide ability for employers to list job openings, directly or through AESD as an intermediary; access to on-line job search; screening and referral as employers request; assistance to job seekers in finding appropriate jobs for which to apply; consultation, cooperation and collaboration with partners to increase the effectiveness of the Career Development Network, and other appropriate labor exchange services.

VOCATIONAL REHABILITATION PROGRAM

- **ARKANSAS REHABILITATION SERVICES**

ARS was not required by the Guidance to respond to this section of the Plan. The activities and relevant funding addressed in this section are in regards to programs provided through Title I of the Workforce Investment Act of 1998 and other enabling legislation. ARS program activities and funding are provided under Title IV of the WIA of 1998, which is the Rehabilitation Act, as Amended.

- **DIVISION OF SERVICES FOR THE BLIND**

DSB offers a variety of services with distinct eligibility requirements based upon the severity of visual impairment and its affect upon the consumers employment opportunities or ability to function independently.

The vocational Rehabilitation Program (VR) of services is a comprehensive statewide program to assess needs and to plan, develop and provide job-related services to blind or severely visually impaired individuals. These services are designed to assist consumers prepare, secure, retain or regain employment that is consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individual with a disability. Vocational Rehabilitation (VR) services include,

- an assessment to determine eligibility and vocational rehabilitation needs;
- counseling and guidance, including information and support services;
- referral and other services to secure needed services from other agencies;
- job-related services, including job search and placement assistance, job retention services, follow-up services and follow-along services; and
- vocational and other training services, including the provision of personal and vocational adjustment services, books, tools, and other training materials.

Transition services are designed to ensure there is not a gap between services provided to students by the educational system and those provided by the vocational rehabilitation program. Transition activities promote the movement from school-to-post-secondary settings or to work for students aged 14 through completion of high school.

Rehabilitation Teaching Services is a coordinated system of instruction in the development of adaptive skills and supportive resources to enable individuals who are blind or have a severe visual impairment to live as independently as possible in their homes and communities. Individuals learn how to care for themselves, travel independently, perform home management skills, keep records, and other activities to promote self reliance.

Vending Facility Program (VFP) Services are available to eligible individuals who are blind or severely visually impaired who are interested in and have the necessary skills to work and manage snack bars throughout Arkansas. The Vending Facility Program locates sales sites, equips and stocks the facility initially, maintains the equipment and provides oversight and record keeping.

Blind and visually impaired consumers may also be referred to the Arkansas Radio Reading Services of the Blind, which broadcasts readings of local and national newspaper and magazines daily over special television and radio channels to provide independent access to current information.

VETERANS PROGRAMS

Local Veterans Employment Representatives (LVER) funds are used to provide job counseling for veterans, employer contacts on behalf of individual veterans and groups of veterans, assistance with job placement efforts for veterans, and functional supervision of veterans' services within the Arkansas Employment Security Department (AESD) local office. Disabled Veterans Outreach Program (DVOP) funds are used only for disabled veterans and are focused more on job counseling and employer contact.

UNEMPLOYMENT INSURANCE

Unemployment Insurance (UI) funds pay only for costs related to payment of UI benefits to eligible claimants, to collection of employer taxes for this purpose, and to monitoring the effectiveness and legal compliance of the system.

TANF

TANF and state funds are used to provide the following: monthly cash assistance to eligible families; employment related services such as transportation, educational or job-training activities, assessments, etc.; wage subsidies and On-the-Job Training (OJT) activities; Extended Support Services such as Job Retention payments, limited transportation assistance, and employment bonuses; funding for teen pregnancy prevention programs and other youth activity programs; and core funding for local TEA Coalitions.

WELFARE-TO-WORK

The activities to be funded include community service or work experience, job creation through public or private sector wage subsidies, on-the-job training, job readiness, placement, post-employment services, job retention or support services, and short term (six months or less) vocational education or job training.

SCSEP

Title V program funds provide salaries and fringe benefits for Title V workers, some training and counseling from the Area Agencies on Aging (AAAs) Title V specialist, and supportive service funds for work shoes, uniforms, and limited transportation.

COMMUNITY SERVICES BLOCK GRANT

Eligible activities include services and activities designed to assist low-income people to become self-sufficient. Types of activities include Employment, Education, Housing, Income Maintenance, Nutrition, Emergency Services, Community Participation, Economic Development, Welfare Independence, Health, and Youth Development.

On January 11, 2000, the Workforce investment Board met and discussed activities to be funded. The board's recommendations for activities to be funded were:

- Local boards must assess the needs of local employers and develop action plans to address those needs.
- Local boards must advertise and market the local One-Stop's services to local employers, businesses, and job seekers.
- Services that facilitate the lifelong learning process and promote training for jobs in high tech industries must be developed.
- The two-year colleges should enter into partnerships with business.
- Improving K-12 education is essential to improving the workforce.

(a) Perkins III

(i) Vocational And Technical Education Activities Designed To Meet Or Exceed Performance Levels

[Federal Planning Guidance: Describe the vocational and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance. (Sec. 122(c)(1))]

Many of the initiatives and activities developed under the previous Perkins Act that are designed to enhance student achievement in academic and vocational technical education will continue to be supported with federal vocational funds. Under this Act, the Arkansas Department of Workforce Education (ADWE) staff will continue to work to bring about statewide implementation of each initiative and activity as part of the system supporting quality vocational and technical education opportunities for all students. The activities described in this section will improve the state's performance on each of the core indicators of performance for Perkins funds described in this Plan.

(ii) Secondary and Postsecondary Vocational and Technical Education Programs

[Federal Planning Guidance: Describe the secondary and postsecondary vocational and technical education programs to be carried out, including programs that will be carried out by the eligible agency to develop, improve, and expand access to quality, state-of-the-art technology in vocational and technical education programs. (Sec. 122(c)(1)(A))]

Secondary vocational education begins at the middle/junior high level with an exploration course, Career Orientation. Career Orientation provides an opportunity for students to learn about the opportunities for careers in their own community and across the state and nation. The course introduces the students to various resources that will be available to them throughout their high school years as they explore their career interests. At the middle/junior high level, Career Orientation plus Keyboarding and Computer Technology form the base or foundation for all vocational and technical education programs of study.

As required by the Arkansas Accreditation Standards for Public Schools, each district must offer at least one vocational technical program of study from three different occupational areas for students. These program offerings may be at the local school district or may be made available to students through a secondary vocational center or through an arrangement with a local two-year postsecondary institution that allows secondary students to attend a vocational technical program. The secondary vocational centers are a regional delivery system for those vocational and technical education programs. Since Arkansas is a primarily rural state with 310 school districts, many of the smaller school districts participate in a secondary vocational center for those technical programs that are costly to implement and maintain individually. The State Board of Workforce Education and Career Opportunities approved four new centers to open during the 1998-99 school year—bringing the total to 19. ADWE staff assist the centers through technical assistance regarding program design, equipping, and connection with postsecondary education.

Occupational specific vocational education is offered in Agriculture Education, Business and Marketing Education, Family and Consumer Sciences Education, Medical Professions Education, Trade and Industrial Education, Technical Education, and apprenticeship. Through the development of the program frameworks and content standards, each course within these programs of study has been thoroughly reviewed within the past three years. This development facilitated the alignment and structure of the courses leading to an improved program design in all areas. Publication of the frameworks in an easy to read and understand document has led to a greater understanding by administrators and counselors of the vocational and technical programs that are available. With this “picture” of the programs of study, it is evident how vocational and technical education fits into the student’s overall education program.

The career clusters and majors available in secondary vocational and technical education in Arkansas are as follows:

Agricultural Science and Technology Career Cluster

Career Majors: Agriculture Business
 Agriculture Horticulture
 Agriculture Mechanics
 Agriculture Science
 Natural Resources

Business and Marketing Technology Career Cluster

Career Majors: Administrative Services
 Business Management
 Computer Technology
 Finance
 Marketing

Family and Consumer Sciences Career Cluster

Career Majors: Child Care Guidance, Management and Services
 Clothing & Textiles Management, Production and Services
 Food Production, Management and Services
 Institutional and Home Management and Services
 Family and Consumer Sciences Education

Medical Professions Education Career Cluster

Career Majors: Dental Assisting
 Medical Assisting
 Medical Records Clerk
 Nurse Assisting Geriatric Aide
 Physical Therapy Aide
 Medical Professions, Other

Trade and Industrial Education Career Cluster

Career Majors: Automotive Service Technology
 Automotive Collision Repair
 Construction
 Drafting and Design
 Graphic Arts and Communications
 Industrial and Appliance Maintenance
 Precision Production
 Personal Services

Technical Education

Youth Apprenticeship/Work-based Learning
Traditional Apprenticeship
Principles of Technology

At the postsecondary level, degree and certificate programs offered by the community and technical colleges are subject to the scrutiny of the North Central Association of Schools and Colleges as well as the State Coordinating Board for Higher Education. They are closely monitored by the Arkansas Department of Higher Education and are expected to meet rigid productivity requirements established by the State Coordinating Board for Higher Education. For the most part, the outcomes measures imposed by these agencies parallel or exceed the performance outcomes required of the Perkins core performance measures.

To establish connections between the activities that are funded by local Perkins grants and the Core Performance Measures, postsecondary community and technical colleges will identify in their applications for funding, which of the core performance measures will be addressed by each of the activities they plan to fund. Thus, performance outcomes as identified by the Core Performance Measures, will be integral to the design and implementation of the activities conducted under the Local Plan.

(iii) New Vocational And Technical Education Courses And Link Secondary And Postsecondary Education

[Federal Planning Guidance: Describe how funds will be used to improve or develop new vocational and technical education courses and effectively link secondary and postsecondary education. (Sec. 122(c)(1)(D) and Sec. 122(c)(19))]

Improving Existing and Developing New Vocational and Technical Education Programs To Expand Access to Quality, State-of-the-Art Technology [Section 122(c)(1)(C) and (D)]:

Improvement of vocational and technical education programs through adding advanced technologies has been a priority under the previous Perkins Act. Program improvement in Arkansas has three major components: (1) a change in the curriculum to add the new technology, (2) the purchase of the instructional equipment needed to teach the new technology, and (3) in-service training for the teacher on both teaching the new curriculum and using the new equipment. Merely replacing obsolete equipment is not acceptable. The curriculum must change in order to move the students along to current industry standards and increased technology. Under Perkins III, an additional required component will be added to the teacher inservice for program improvement activities: Information and strategies on how to recruit, retain, and provide access through mainstreaming in regular education and training programs for nontraditional students.

ADWE staff researches the latest technology associated with the occupational specialties and design inclusion of the curriculum component into the vocational education program. The ADWE staff then develops an in-service training program for the technology so that the teachers are prepared to teach and use the curriculum and equipment. The ADWE staff's suggested program improvement activities are published each year for inclusion with the distribution of the local applications so that local recipients may plan accordingly if they desire to take advantage of the state-designed activities. Program improvement activities are not limited to those researched and designed by state staff. However, many districts/consortia lack personnel and/or expertise and choose to use those activities developed by state staff.

One example of how technology is being expanded even within the Career Orientation course for students at the junior/middle school level is a new program improvement activity developed entitled "whatajob.com." Governor Huckabee recently announced this new web site for Arkansas that is designed to help potential newcomers to the state as well as residents in the state learn about job openings, educational opportunities, communities, and other information about the state. Career Orientation teachers will be trained to use this web site to enhance the students' knowledge about careers, potential earnings, and educational requirements, thereby increasing the students' access to current information through technology.

The Student Competency Testing program has been used for several years as a program improvement tool for vocational programs. The program is operated by the University of Arkansas at Fayetteville through a contract with the Department of Workforce Education with state leadership funds. The test items in the test banks are taken directly from the content standards for each course as well as from the test item banks of V-TECS (Vocational-Technical Education Consortium of States). The tests are currently delivered in hard copy to the district on a just-in-time basis near the end of each course. The scoring and compilation of statistical information are done quickly and returned to the district. The statistical information includes not only how well each student did but also indicates which questions gave the students the most trouble. Through an examination of the statistical information on the class, teachers can determine if their curriculum is lacking in some area, if their teaching methods for a particular skill needs adjustment, etc.

Using the statistical information provided by the Student Competency Testing program for the objective review of course curriculum and teaching strategies is one activity that will be developed over the next two years. Additional in-service is needed to help teachers understand this powerful tool that is available for them.

State leadership funds from Perkins have been and will continue to be used to fund the state's membership in various curriculum and research consortia. These memberships include the Mid-America Vocational Curriculum Consortium, the ISWECC (Integrated System for Workforce

Education Curricula) project at the Center for Occupational Research and Development, the High Schools That Work Project at the Southern Regional Education Board, and Jobs for America's Graduates. The products of these memberships—new curriculum, strategies for teaching, school reform models, work-based learning models, etc.—provide the ADWE staff with information that is passed along to school districts and institutions through technical assistance and in-service training. These efforts have been crucial to the improvements made in the vocational and technical education programs in the state.

The Perkins state leadership funds also will continue to support the Arkansas Workforce Education Curriculum Center that is located by contract at the University of Arkansas in Fayetteville. The Curriculum Center is a central dissemination point for new curriculum, for the state's content standards, and other such materials. Teachers may call the toll-free number for assistance in locating curriculum materials.

Linking Secondary and Postsecondary Education [Section 122(c)(19)]:

Arkansas law encourages the enrollment of high school students in college-level courses while they are still attending high school. Act 1097 of 1991 states that a public school student who has successfully completed the eighth grade shall be eligible to enroll in public colleges and universities in accordance with the admission policies of each institution. The Act also states that high school students who successfully complete a course in a college or university shall be entitled to receive appropriate academic credit at both the higher education institution and the public school where the students are enrolled.

Since that time, concurrent enrollment in Arkansas has grown in both participation of high school students and in the diversity of the type of arrangements that have come under the concurrent enrollment umbrella. These arrangements include high school students taking day and/or night classes on college campuses, students taking college level courses offered at the high school, and students taking college courses offered via distance learning technology.

Clearly concurrent enrollment is a significant factor in linking secondary and postsecondary education. According to data reported by the Arkansas Department of Higher Education, 5,446 high school students enrolled in college level courses at the two-year postsecondary community and technical colleges during the fall term of 1998, accounting for 13.7% of the total enrollment at these institutions.

The state has gained a wealth of experience through the establishment of 13 Tech Prep consortia under the previous Perkins Act with Title III Part E funds. Approximately one-third of all of the states 310 school districts participate in one of these projects with additional ones being added each year. Many of the state's postsecondary institutes and technical and community colleges, as well as some of the four-year institutions, participate in at least one of the consortia. Members of

these consortia have worked together to align curriculum into programs of study that begin in high school and continue into postsecondary education and have worked to execute articulation agreements between secondary and postsecondary institutions. These agreements provide for the articulation of 12 to 21 hours of postsecondary credit for students enrolled in Tech Prep programs.

The lessons learned from these projects have helped ADWE staff in the development of technical assistance strategies for helping districts that are planning new vocational and technical education programs to understand how the program design can facilitate connection to postsecondary education.

(iv) Improve Academic And Technical Skills

[Federal Planning Guidance: Describe how you will improve the academic and technical skills of students participating in vocational and technical education programs, including strengthening the academic, and vocational and technical, components of vocational and technical education programs through the integration of academics with vocational and technical education to: (1) Ensure learning in the core academic, vocational and technical subjects; (2) Provide students with strong experience in, and understanding of, all aspects of an industry; and (3) prepare students for opportunities in post-secondary education or entry into high skill and high wage jobs in current and emerging occupations. (Sec. 122(c)(1)(C) and (5)(A)]

- **Ensure Learning In Core Subjects And Provide Students With Experience In Industry**

Integration of academic and vocational education was greatly enhanced in Arkansas under Perkins II with the development of vocational frameworks and content standards. These content standards—what students should know and be able to do—contain the academic, technical, and workplace skills that are necessary. Committees of vocational teachers and other educators worked for several years to develop the frameworks and standards; then, business and industry were asked to validate the standards and provide input. Having the standards for vocational education programs has provided the base documentation needed for academic and vocational teachers to begin working together on integration strategies.

This development, when fully implemented, will improve academic performance for all students and enhance workforce quality by linking academic content standards to occupational skill standards—resulting in more conceptualized learning. Additionally, Arkansas’ system for assessment, when fully implemented, will have the capability of reporting academic progress as well as technical skills.

State, regional, and local efforts are underway to help teachers gain the knowledge and tools needed to develop integration strategies for their classrooms. The Department of Workforce Education contracted with the National Center for Research in Vocational Education (NCRVE)

to provide a series of regional workshops during the summer of 1998 on the Center's Getting to Work materials. Teams composed of administrators, counselors, and academic and vocational teachers attended the workshops and learned how to work together to build the integration strategies. The regional educational cooperatives and single LEAs are using the model from NCRVE to provide additional inservice opportunities. The classroom teachers may be provided with stipends for working off their contracted time or substitute teachers may be provided to allow release time for the teachers. The time to work together is an essential component of developing successful integration strategies for the classroom.

Another strategy for integration of academic and vocational education being used in Arkansas is the Southern Regional Education Board's High School That Work (HSTW) project, which is a model of school reform. There are currently 25 HSTW sites in the state. The model is rooted in the conviction that career-bound students can master complex academic and technical concepts if schools can create an environment that encourages them to make the effort to succeed. Sites which have adopted the model seek to realize educational reform by implementing proven key practices which bring about whole-school revitalization by changing what is taught; how it is taught; what is expected of students; and how educators, industry representatives, parents, and students relate to each other. Schools that succeed in this reform effort are proving that 90% of career-bound students can complete a rigorous program of studies without increasing the dropout rate. By establishing higher expectations for students and blending high-level academic and vocational studies, schools raise the achievement of career-bound students and better prepare them for work and further education.

Through the Vocational Student Organizations (VSOs), students gain knowledge and experience in many of the workplace skills that employers want in their employees. Leadership skills, team working, problem solving, communicating, creative thinking, personal management – these are all skills that are built and reinforced through participation in a VSO when it is an integral part of the vocational and technical program. ADWE instructional staff, funded in part by state leadership funds, are state advisors for the VSOs. Arkansas has strong participation in the various vocational student organizations. There are approximately 50,000 student members in the VSOs:

- DECA, An Association of Marketing Students
- Future Business Leaders of America (FBLA) and Phi Beta Lambda (*PBL*)
- FFA
- Family, Career and Community Leaders of America (FCCLA)
- Heath Occupations Students of America (HOSA) - Secondary and Postsecondary
- SkillsUSA/VICA – Secondary and Postsecondary
- Coordinated Career Education Chapter of Arkansas (CCECA Secondary Special Needs)
- General Cooperative Education Clubs of Arkansas (GCECA)

Arkansas has gained experience in providing students with experience in and understanding of all aspects of the industry through the youth apprenticeship programs that were begun during 1991-1992. These youth apprenticeship programs follow the design principles and essential elements as established by the state and by Jobs for the Future. One of these design principles is a focus on learning about all aspects of a broad industry cluster rather than mastering a narrow set of occupational skills.

Under Perkins III, ADWE staff will continue to develop the work-based learning component for all career majors. The local school-to-work partnership councils in some regions have been active in providing work-based learning experiences for some students enrolled in vocational and technical education programs. A state-led initiative is needed to add structure and communicate these models to other districts.

- **Prepare Students For Post-Secondary Education Or High-Skill And High-Wage Jobs**

Helping students understand the many career and educational opportunities that are available to them is the first step in helping them prepare for postsecondary education and their chosen career. The career guidance and counseling model being promoted by the Department of Workforce Education is Career Action Planning (CAP). The purpose of CAP is to help students and their parents explore educational and occupational possibilities and make appropriate career decisions based on a solid base of information. The CAP program involves teachers as advisors to work with all students and their parents in developing and maintaining individualized career plans and portfolios. CAP begins in grade eight with students beginning to build their career portfolio, which includes scores on standardized tests, learning styles, career interests, as well as previous grades.

Each advisor is assigned a group of students for the year. The basic program elements are as follows: (1) Students meet monthly with their advisor. During these meetings, students learn about career opportunities and follow a comprehensive guidance curriculum that includes printed information and videos. (2) Advisors assist the students in developing a career portfolio and an individualized career plan. (3) Advisors meet with the students in grades 8-11 and their parents each spring to update the career portfolio, evaluate progress toward a planned program of study, and set short-term and long-term goals. (4) In grades 8 through 10, students participate in career assessment. As a result of the CAP program, a phenomenally high percent of the parents of the students in grades 8 through 11 attend the annual conferences to help plan their sons' and daughters' career paths. For seniors, special "Senior Seminars" put them in touch with local employers and postsecondary opportunities. Students in schools that have implemented the CAP program are taking higher-level courses, completing coherent programs of study with an academic or vocational focus, and remaining more focused on their post-high school goals.

One district in the state that developed printed materials and curriculum along with videos for the monthly CAP sessions has been recognized with several awards for their program. These awards include the Award for National Exemplary Career Guidance Program from the National Center for Research in Vocational Education, the Planning for Life Award for the top Career Planning Program in Arkansas from the U.S. Army; an Award for Outstanding Practice from the Southern Region Education Board; and an Award of Excellence from the North Central Accreditation Association.

This model for career guidance and counseling has been promoted by ADWE staff for the past couple of years and has been adopted by many districts in the state. Under the Perkins Act, ADWE staff will make concentrated and intensive efforts to provide information on this model so that it becomes institutionalized in every district.

The Department will establish and implement the Jobs for Arkansas Graduates (JAG) – designed to deliver services to those youths who are most at risk of not completing school and who are least likely to locate a good job upon leaving school. This state program is an affiliate of the national non-profit public service corporation, Jobs for America's Graduates, Inc. The JAG model will be used initially at 20 sites to improve and further develop the work-based component to existing work-study programs. A strong accountability component and reporting systems is associated with this model program.

Students enrolled in vocational and technical education programs will be prepared for post-high school opportunities by ensuring they are equipped with (1) a solid foundation of academic skills and the ability to apply those skills in advanced education, training, and employment; (2) workplace skills, including work ethic, employability skills, and higher-order thinking skills; and (3) technical competencies, including computer proficiencies.

(v) Students Receive Challenging Academic Proficiencies

[Federal Planning Guidance: Describe how you will ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students. (Sec. 122(c)(5)(B))]

As described in the Introduction section, all students in Arkansas are required to complete a common core of academic courses. This core includes the following:

- Four units of English
- Three units of social studies
- Three units of mathematics (One unit of algebra or its equivalent and one unit of geometry or its equivalent. All math units must build on the base of algebra and geometry knowledge and skills.)

- Three units of science
- One-half unit of oral communication
- One-half unit of physical education
- One-half unit of health and safety
- One-half unit of fine arts

The content standards for all vocational and technical education career clusters/majors include the academic and workplace skills in addition to the technical skills. Having these skills listed along side the technical skills allows the teachers to reinforce the academic skills while teaching the technical application and facilitates the process for academic and vocational teachers to develop strategies and scenarios for the integration of academic and vocational education.

Many districts provide CCVE (Coordinated Comprehensive Vocational Education) classes for the students with disabilities and academically disadvantaged students in vocational education. It is a course of basic instruction based on identified student needs. Instruction includes the areas of math, reading, language arts, science, social studies, and life-skills. At the junior high school level, the CCVE classes have a vocational focus or orientation with emphasis on entry-level competencies. At the high school level, classes are related to the program of study (occupational specialty) in which the student is or will be enrolled.

In the technical institutes at the postsecondary level, computer-aided instructional laboratories provide an abundance of opportunities for teaching academic concepts that may later be applied in shops and laboratories. These instructional labs also provide students who are members of special populations with opportunities to receive academic instruction through individualized learning systems and one-on-one tutorial instruction.

The State Minimum Core Curricula identifies the academic coursework that is required for graduation from any postsecondary (higher education) institution in the state. These requirements may vary with the type of degree. The minimum core requirements for certificate programs differ from that of degree programs. Although each institution has certain latitude in selecting the specific coursework it will require, the State Minimum Core Curricula is considered equivalent at all postsecondary institutions across the state. All students graduating with a degree or certificate from any postsecondary institution in the state must have completed the requirements of the State Minimum Core as it applies to the program the student has completed and institution granting the degree/certificate.

Performance standards expected of students enrolled in academic coursework are universal to all students, regardless whether they have vocational or non-vocational aspirations.

(vi) Involvement of Others in Planning, Development, Implementation, and Evaluation

[Federal Planning Guidance: Describe how the eligible agency will actively involve parents, teachers, local businesses (including small- and medium-sized businesses), and labor organizations in the planning, development, implementation, and evaluation of vocational and technical education programs.]

The involvement of the many stakeholders in the various stages of planning, developing, implementing, and evaluating vocational and technical education programs changes depending upon the needs and circumstances surrounding the programs in question. At the secondary level, parents probably have a much stronger voice than they would at the postsecondary level. Business and industry may have a stronger voice at the postsecondary level.

There are many partnerships at the state level and at the local level with business and industry. An initiative between the Department and the American Institute of Banking (AIB) has resulted in a strong Banking and Finance program. AIB is providing in-service training for business education teachers who are adding Banking and Finance to their programs. Four week-long in-service sessions are taught by AIB include Principles of Banking, Deposit Operations, Marketing for Bankers, and Law and Banking.

Many other partnerships exist that help ensure that the state's vocational and technical programs meet industry level standards and that the completers of the programs will have the knowledge and skills needed by business and industry in the state. Some of the companies that lend their support through working with the vocational student organizations, designing and providing instruction for teacher in-service, providing assistance in new and innovative equipment, providing technical assistance regarding their particular specialty, and/or serving in an advisory capacity to Department staff include the following: J.A. Riggs Tractor Company, General Motors Training Center, Crow-Burlingame, DuPont Finishes, Nabholtz Construction Company, Arkansas Educational Television Network, Arkansas Business Publishing Group, Arkansas Hospitality Association, Arkansas Excelsior Hotel, Kimberly Clark Industries, Arkansas Farm Bureau, Entergy, Farm Credit Services, Arkansas Electric Cooperatives, Riceland Foods, PC Hardware, Arkansas Pork Producers, Arkansas Cattleman's Association, Arkansas Forestry Association, and many other large, small, or independent businesses and industries.

Through partnership with the Arkansas Apprenticeship Coordination Steering Committee, the Department is supporting traditional and youth apprenticeship. Members of the Apprenticeship Committee include representatives employers, bargaining agents, teachers/supervisors of apprentice programs, and the workforce. Current membership includes the National Electrical Contractors Association of Arkansas, Iron Workers JAC, Plumbers & Pipefitters Local Union #155, Carpenters Local #1836, United Food and Commercial Workers Union #2008, Associated Builders & Contractors of Arkansas, Associated General Contractors, Arkansas Eastman Company, and many individuals from small and large employers and training institutions.

	Parents	Business & Labor	Teachers
Planning & Development	<ul style="list-style-type: none"> • Input on how to ensure choice and opportunities • Ensure learning activities will meet student needs 	<ul style="list-style-type: none"> • Input on labor market requirements and policies, technology use, and validity of activities • Develop work-based learning activities 	<ul style="list-style-type: none"> • Input on utility and value of teaching and learning activities • Develop learning activities
Implementation	<ul style="list-style-type: none"> • Serve as mentors and career role models • Chaperone worksite visits 	<ul style="list-style-type: none"> • Serve as mentors and career role models • Provide work-based learning opportunities • Participate in classroom activities 	<ul style="list-style-type: none"> • Serve as primary managers of the teaching/learning process
Evaluation	<ul style="list-style-type: none"> • Assist in interpreting data in terms of meeting students and family career goals and aspirations 	<ul style="list-style-type: none"> • Provide follow-up data on student performance in the workplace • Evaluate the work-based learning activities • Interpret data from business/labor viewpoint 	<ul style="list-style-type: none"> • Interpret data and results and incorporate into continuous improvement of instruction

(b) Tech-Prep

[Federal Planning Guidance: Describe how funds will be used in accordance with the requirements of Sec. 204(c).]

Each funded tech-prep program will be carried out under an articulation agreement between the participants in the consortium: [Section 204(c)(1)]

One of the requirements for initial funding of an approved Tech Prep Associate Degree (TPAD) Consortium under Perkins II was the following: Articulation agreements which grant credit/advanced placement (without testing requirements) for courses taken in high school to postsecondary institutions are necessary under this activity. Each funded proposal addressed this requirement and a copy of the articulation agreement signed by all consortium participants had to accompany the proposal. Existing articulation agreements as well as additional ones will be continued under Perkins III.

Program structure and common core of proficiencies: [Section 204(c)(2)]

Each tech prep program has a minimum of two years at the secondary level and two years at the postsecondary level. The consortium partners must ensure that the completion of secondary school tech prep programs signal academic and technical competency to community college and university admissions officers and to employers. Students enrolled in a TPAD program have developed a 4 to 6 year plan of study, which begins in grades 9 to 11 and continues through the completion of an associate degree, two-year postsecondary certificate, or an apprenticeship program of at least two years. This plan of study is signed by the student and his/her parents and is reviewed and updated annually. Since “tech prep” as outlined under the Perkins Act is the state’s structure, assurance of program structure and common proficiencies are inherent.

How tech-prep meets academic standards developed by the state, links secondary and postsecondary institutions, incorporates work-based learning, and uses educational technology and distance learning. [Section 204(c)(3)(A-D)]

All students are required to complete a common core of learning in the academic disciplines as well as have a career focus. Program design and content standards are established by the State Board of Education and the State Board of Workforce Education for secondary programs. This allows for secondary/postsecondary curriculum alignment and articulation. Work-based learning is an option for every student in the system. All technical career majors have been modernized with the appropriate technology.

Tech-prep inservice training for teachers: [Section 204(c)(4)(A-E)]

Teachers will continue to receive in-service training on implementing the state’s curriculum frameworks, content standards, career majors, and assessments. A model program in career planning with four- and six-year plans for students will continue to be institutionalized and all teachers and administrators will be trained. The tech prep consortia will expand into other areas of the state and will involve other schools and will serve as training partners in this effort.

Tech-prep inservice training for counselors: [Section 204(c)(5)(A-E)]

Counselors will continue to receive training in career planning, documenting students’ career majors on the state’s student records management system, and helping to assure every student has a program of study. Information on concurrent credit, articulation, data collection, and reporting utilizing technology will be the priority under Perkins III.

How each funded tech prep program provides equal access to individuals who are members of special populations: [Section 204(c)(6)]

All students have access to tech prep because of the state's curriculum framework structure – common core plus a career focus. Curriculum modifications, special services, adaptive equipment, and other special considerations necessary for success of special populations will be included in their personal education plan.

How each funded tech prep program provides preparatory services for students: [Section 204(c)(7)]

According to the state's system for education, career awareness begins at the P-4 level, career exploration begins at the 5-8 level, and technical preparation is continued through lifelong learning. Through career plans and a coherent sequence of courses leading to a Tech Prep Associate Degree, all preparatory services for students are provided for a natural progressions through the system.

(c) WIA Title I, Wagner-Peyser Act, and Veterans Programs

(i) Three-Tiered Labor Exchange Service Strategy

[Federal Planning Guidance: Describe how Wagner-Peyser Act funds will provide a statewide capacity for a three-tiered labor exchange service strategy that includes: (1) Self-service; (2) Facilitated self-help service; and (3) Staff-assisted service.]

A three-tiered labor exchange service strategy including self-service, facilitated self-service, and staff-assisted service will be available in each of the state's ten geographic workforce investment areas. All employment and training activities conducted within the workforce investment system created by the federal Workforce Investment Act of 1998 and Arkansas Act 1125 of 1999, will be coordinated by and approved by the Arkansas Workforce Investment Board.

Self-service for employers will be available via America's Jobs Network and America's Talent Bank (ATB), both accessible on the Internet. These systems allow employers to advertise job openings and search for qualified job-seekers, respectively. In addition to employer self-entered job openings, all job openings placed by employers with AESD Career Development Network center staff are posted on the nationwide AJB system. (Exceptions include job orders restricted to veteran-only referrals, job orders placed by an employer who does not want it listed on the Internet, or job orders resulting from a job development contact). Self-service for job-seekers also is available through America's Job Network, which will allow self-directed job search and the submittal of on-line resumes, respectively.

Each geographic Workforce Investment Area in the state will have facilitated self-help service available in Career Development Network centers, where staff provides minimal help-as-needed

to job-seekers to ensure that they can access AJB and ATB at self-service personal computers, as well as other Internet job search capabilities. A myriad of labor market information will also be available to assist customers with career choice and training and employment opportunities. Additionally, software is available to allow resume preparation, learning word processing skills, increasing personal computer literacy, and accessing to telephone and fax for contacting prospective employers.

Staff-assisted service to employers will be available in the form of job order preparation and entry into AJB and Arkansas' Job Bank by Career Development Network staff, who will also screen and refer qualified job applicants. On behalf of job-seeking customers who want staff assistance, staff will enter employment applications into the on-line Employment Service operations/reporting system where they can be matched by staff with on-line job orders. Some form of self-registration to allow job-seekers to enter part or all of their on-line applications will also be explored. Staff-assisted service will include direct job referral, job development, referral to supportive services, provision of specific labor market information, and referral to educational institutions.

To ensure priority of service to veterans in referral to job openings listed by employers, as required by Title 38, US Code, Chapter 41, Section 4102, which states priority will be given to the needs of disabled veterans and veterans of the Vietnam era through existing programs, coordination and merger of programs, and implementation of new programs, all job orders will be subject to referral of veterans only until reasonable efforts to contact and refer all qualified veterans have been undergone. "Reasonable efforts" will be defined in agreement with AESD and the U.S Department of Labor Veterans and Employment and Training Service (VETS) state director. Release of a job order from veteran-hold to allow referral of non-veterans can be authorized only by the AESD local manager, Employment Service supervisor, or Local Veterans Employment Representative (LVER) or Disabled Veterans Outreach Program (DVOP) staff. Job orders are not be released to AJB/Internet until veteran-hold is released in order to ensure that non-veteran self-service applicants do not inappropriately seek referral to such jobs until veteran-hold is released. Job orders in veteran-hold status which are available to non-AESD Career Development Network Center staff are subject to the same veterans-only referral requirements as those imposed on AESD staff, with compliance monitored by LVER and DVOP staff.

(ii) Veterans' Priority

[Federal Planning Guidance: Describe how your State will ensure that veterans receive priority in the One-Stop system for labor exchange services].

All appropriate agencies will cooperate with the U.S. Department of Labor Veterans Employment and Training Service (VETS) to guarantee priority of services to veterans. AESD will monitor performance to ensure that the performance standards agreed to by AESD and the VETS state director are met. Veterans who meet the job-related selection criteria established by an employer will be given first consideration for all job referrals. Operations in Career Development Networks will comply with all federal requirements for providing veterans services. AESD local office managers, supervisors, and career development staff will ensure that the services described herein are offered to all veterans and other eligible persons within the area served by each office or center.

- Career Development Network staff will encourage all job-seeking veterans and other eligible persons to file a complete application for employment, ensuring that all veterans receive maximum exposure to all appropriate employment and training opportunities.
- As appropriate, Career Development Network staff will personally interview veterans and other eligible persons to review and analyze the information on their applications, ensure that all of their qualifications for employment are adequately presented, determine any need for employment counseling, identify occupationally significant facts, select suitable job choices, and suggest job search techniques. Signs will be posted in all Career Development Network offices reminding job applicants to identify themselves as veterans, as appropriate. Verification of veteran status will be made during initial contact with applicants.
- As appropriate, qualified office staff will discuss with veterans and other eligible persons, on a priority basis, their present and potential qualifications for work, alternative choices, and their plans to achieve their occupational and training goals. If necessary, and to the extent possible, staff members will also provide such applicants with assistance in solving problems directly related to obtaining or retaining jobs.
- As appropriate, and to the extent that resources permit, qualified staff will administer objective aptitude and proficiency tests to veterans and other eligible persons as a complement to selection and referral to jobs or training.
- As appropriate, veterans and other eligible persons will be referred to supportive services available within the community. Such services may include medical and legal aid, childcare, transportation assistance, and other services that are likely to eliminate barriers to employment and training.
- As appropriate, job openings will be developed for veterans and other eligible persons on a priority basis through employer contacts and by other means whenever suitable job openings are not available.

The following order of priority in making referrals to employment and training opportunities will be followed when there is more than one applicant qualified for a job or training opening: (1) qualified special disabled veterans, (2) qualified veterans of the Vietnam era, (3) qualified disabled veterans other than special disabled veterans, (4) all other qualified veterans and other eligible persons, and (5) qualified non-veterans.

Access to Local Veterans' Employment Representative (LVER) and Disabled Veterans' Outreach Program (DVOP) staff will be provided through the Career Development Network centers if such is requested by a veteran or other eligible person. LVER and DVOP staff will work at the direction of the AESD office manager and will serve veterans and other eligible persons only. LVER staff, as functional supervisors for veteran services, will make spot checks and quarterly evaluations and report their findings to the AESD office manager. DVOP and LVER staff will provide technical assistance to ensure priority of services to veterans in accordance with Title 38 U.S. Code, Chapters 41 and 42. LVER and DVOP staff will conduct outreach to employers, community agencies, veterans organizations, and other similar groups and share information gained from these contacts with the staff at service delivery points. Case management services for veterans and other eligible persons will be provided by LVER and DVOP staff when appropriate and staff resources are available.

(iii) WIA Adult and Dislocated Worker Funds

[Federal Planning Guidance: Describe the types of employment and training activities that will be carried out with the adult and dislocated worker funds received by the State through the allotments under Section 132. How will the State maximize customer choice in the selection of training activities? (Sec. 112(b)(17)(A)(i))]

Title I funds will be used for core, intensive and training services, as described in the federal Workforce Investment Act. A three-tiered labor exchange service strategy including self-service, facilitated self-service, and staff assisted service will be available in each of the state's ten geographic Workforce Investment Areas.

Core, intensive and training activities at a minimum shall include: occupational skills training, on-the-job training, work experience, job search assistance, case management, employability skills, adult mentoring, and summer employment opportunities. The State shall ensure that all local plans are consistent with the provisions of Section 134 of the Workforce Investment Act of 1998.

(iv) Sixth Youth Eligibility Criterion

[Federal Planning Guidance: Define the sixth youth eligibility criterion at Sec. 101(13)(C)(vi), if this responsibility was not delegated to local Boards. (Sec. 112(b)(18)(A))]

In Section 101(13)(C)(vi) of the Act, the sixth youth eligibility criterion is described as “an individual who requires additional assistance to complete an educational program, or to secure and hold employment.” The responsibility for defining this criterion will be delegated to the local areas to be developed by each local workforce investment board with input from its youth council. This criterion must be defined in the local area plan in order to identify effective and ineffective youth activities and providers.

(v) Assistance to employers and dislocated workers

[Federal Planning Guidance: Describe the assistance available to employers and dislocated workers, particularly how your State determines what assistance is required based on the type of lay-off, and the early intervention strategies to ensure that dislocated workers who need intensive or training services (including those individuals with multiple barriers to employment and training) are identified as early as possible. Additionally, identify the State dislocated worker unit which will be responsible for carrying out the rapid response activities. (Sec. 112(b)(17)(A)(ii))]

The Governor has designated the Arkansas Employment Security Department (AESD) as the State Dislocated Worker Unit and lead agency for the Governor’s Dislocated Worker Task Force with the responsibility for carrying out rapid response activities, in accordance with the provisions of the Act at Section 112(b)(17)(A)(ii).

The Task Force will set up a Planning Meeting in the city of dislocation in order to coordinate services with the local board, city officials, etc. The Task Force will compile an invitation list and invite local leaders and interested parties to the Planning Meeting. The list will include a representative from the company, the union or other employee organization, the AOC, the Mayor(s), County Judge(s), State legislators, Chamber of Commerce representative(s), local WIA operator(s), local educational representatives, and any others who may be interested. The Task Force Coordinator and planning meeting participants will determine what services are needed and develop a plan for serving the affected workers.

The Governor’s Dislocated Worker Task Force, made up of the Department of Workforce Education, the Employment Security Department, the AFL-CIO and the Department of Economic Development have been appointed by the Governor to provide rapid response services in Arkansas. The Task Force will provide the required rapid response activities outlined in the Workforce Investment Act at Subpart B, Sec. 665.310 as follows:

- On-site contact with the employer, representatives of the affected workers, and the local community, which may include an assessment of the:

- Layoff plans and schedule of the employer;
 - Potential for averting the layoff(s) in consultation with State or local economic development agencies, including private sector economic development entities;
 - Background and probable assistance needs of the affected workers. A Rapid Response Specialist establishes contact with company officials within a short period of time after learning of a covered dislocation event to begin collecting information about the applicable layoff/closure, including worker demographics, to provide to appropriate service providers.
 - Reemployment prospects for workers in the local community. The Task Force conducts Worker Assistance Workshops to provide labor market and job search information to affected workers, as well as sponsoring or participating in Job Fairs to facilitate employment opportunities;
 - Available resources to meet the short and long-term assistance needs of the affected workers;
- The provision of information and access to unemployment compensation benefits, comprehensive One-Stop system services, and employment and training activities, including information on the Trade Adjustment Assistance program and the NAFTA-TAA program;
 - The provision of guidance and/or financial assistance in establishing a labor-management committee voluntarily agreed to by labor and management, or a workforce transition committee comprised of representatives of the employer, the affected workers and the community. The committee may devise and oversee an implementation strategy that responds to the reemployment needs of the workers. The assistance to this committee may include:
 - The provision of training and technical assistance to members of the committee;
 - Funding the operating costs of a committee to enable it to provide advice and assistance in carrying out rapid response activities and in the design and delivery of WIA-authorized services to affected workers. Typically, such support will last no longer than six months; and
 - Providing a list of potential candidates to serve as a neutral chairperson of the committee.
 - The provision of emergency assistance adapted to the particular closing, layoff or disaster.
 - The provision of assistance to the local board and chief elected official(s) to develop a coordinated response to the dislocation event and, as needed, obtain access to State economic development assistance. Such coordinated response may include the development if an application for National Emergency Grant under 20 CFR part 671. (WIA sec. 101(38) and 134(a)(2)(A))

The Task Force will also provide the additional services outlined in Section 665.320 and the rapid response required activities at Sec. 665.330 for workers who are affected under the NAFTA Worker Security Act.

(vi) Services to Eligible Youth

[Federal Planning Guidance: Describe your State's strategy for providing comprehensive services to eligible youth, including any coordination with foster care, education, welfare and other relevant resources. (Sec. 112(b)(18))

In keeping with the intent of the Workforce Investment Act, the State of Arkansas has developed a workforce investment plan for youth activities designed to ensure that a comprehensive array of services and community resources will be made available to all eligible in-school and out-of-school youth. [The Strategic Five-Year Workforce Investment Plan for Title I Youth Activities of the Workforce Investment Act of 1998 (Workforce Investment Systems), State of Arkansas, for the period of July 1, 2000 – June 30, 2005 is part of Arkansas' State Unified Plan and is included in the State Unified Plan as an attachment.] These services will be provided within a planned, statewide workforce investment system and will be designed to lead to academic and employment success. In accordance with the Act, the hub of WIA Title I activities is the One-Stop service delivery system; however, services for eligible 14-18 year old youth may actually be provided at a variety of physical locations by One-Stop partners and service providers operating from remote sites and satellite offices. Additional programs and services will be available to all youth through other One-Stop partners.

The youth councils of the local workforce investment boards will be responsible for developing guidelines to ensure comprehensive youth service strategies. It is their responsibility to:

- Recommend to the local board eligible providers of youth activities to be awarded grants or contracts on a competitive basis by the local board to carry out the youth activities
- Work with the local board to conduct oversight of the eligible providers of youth activities in the local area
- Coordinate youth activities authorized under section 129 of the Workforce Investment Act of 1998 in the local area

During this process, strategies for providing comprehensive services to eligible youth, including coordination with foster care, education, welfare, and other relevant resources will be addressed. The youth councils will work with local Transitional Employment Assistance (TEA) representatives in developing strategies for assisting youth with special needs or barriers to employment, including youth who are pregnant, parenting, or have disabilities.

In addition to providing representation on and coordination through the youth councils, representatives of Job Corps, Youth Opportunity Grant recipients (should any be awarded in Arkansas), and other youth programs will be represented formally on the local workforce

investment boards as One-Stop partners. In addition, interested entities and individuals will be invited to offer input to youth councils and local workforce investment .

The local workforce investment boards will select the local providers of youth services and activities funded by Title I of the Workforce Investment Act. The local board will ensure that parents, participants, and other members of the community with experience relating to programs for youth are involved in the design and implementation of the programs for youth under the Workforce Investment Act. Strategies for accomplishing this must be addressed in the local youth plans.

The local youth councils will ensure that funds allocated to a local area for WIA Title I youth activities are used to conduct youth programs that:

- Provide an objective assessment of the academic levels, skill levels, and service needs of each participant. These assessments will include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of each participant.
- Develop service strategies for each participant that will identify training and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant.

In addition, these programs must provide:

- Preparation for postsecondary educational opportunities, in appropriate cases
- Strong linkages between academic and occupational learning
- Preparation for unsubsidized employment opportunities, in appropriate cases
- Effective connections to intermediaries with strong links to the job market and to local and regional employers

Each eligible applicant for WIA Title I youth services will be provided the following:

- Information on the full array of appropriate services that are available through the local board, other eligible providers, or One-Stop partners
- Referral to appropriate training and educational programs that have the capacity to serve the applicant

Each eligible program provider will ensure that if an applicant does not meet the enrollment requirements of a particular program or cannot be served for other reasons, the applicant will be referred to appropriate programs that meet the basic skills and training needs of the applicant. These programs will include the following:

Preparation for Postsecondary Educational Opportunities — These programs will provide tutoring, study skills training, and instruction, leading to completion of secondary school,

including dropout prevention strategies. The Career Opportunities regional partnerships will provide professional development for school counselors. They will also promote the development of articulation agreements between secondary and postsecondary institutions. Articulation agreements encourage students to continue their education after high school because they have already begun earning credits.

Strong Linkages Between Academic and Occupational Learning — The emphasis for youth activities is not simply on work, but on academic and occupational learning. Each program will be evaluated on how well it accomplishes these goals.

Preparation for Unsubsidized Employment Opportunities — The ultimate goal of all preparatory activities is unsubsidized employment in the appropriate skill level for each participant. Youth activities should also be designed with this goal. Each program will be evaluated on its preparation for appropriate unsubsidized employment opportunities for the participant.

Effective Linkages With Intermediaries With Strong Employer Connections — Strong employer involvement is key to success for all programs serving youth. For example, the majority of all workforce investment boards must come from the private business sector. These strong connections are vital to effective youth activities. Employment opportunities with local businesses should be considered when designing youth activities. Included among the intermediaries with strong employer connections with whom the state and local workforce investment boards will coordinate their workforce development effects are the Arkansas Department of Economic Development, the Arkansas State Chamber of Commerce, the Associated Industries of Arkansas, Inc., and local chambers of commerce. These and other employer-linked organizations have worked closely with the Arkansas Workforce Investment in the development of the State Unified Plan.

Alternative Secondary School Services — Alternative secondary school services will be encouraged and assisted where appropriate.

Summer Employment Opportunities — Programs will provide summer youth employment that is directly linked to academic and occupational learning, including tutoring, study skills training, and other instruction, which prevent dropout. Local boards and chief elected officials will involve the local community in the selection of services to be provided to youth by soliciting recommendations for membership on the youth council. The local board and youth council may provide other elements and strategies as appropriate to serve the needs and goals of the participants, including decisions about additional services to be provided to youth during the summer months or year-round services and how much of available youth funds will be used for

summer and for year-round youth activities. Individual assessment will be a key element in determining the youth's specific needs.

Paid and Unpaid Work Experiences — Paid and unpaid work experience will be provided to youth on a year-round basis as a part of the menu of services available to youth. These work experience programs will provide youth with first-time work experiences. They will provide an introduction to the world of work and include efforts to improve work ethics, hygiene, and similar soft skills. Work experience may be provided in government and non-government entities on a paid or unpaid basis. These services will include internships and job shadowing, as appropriate. The youth council will coordinate activities from many sources, including those of Career Opportunities.

Occupational Skill Training — Assessments will assist in determining occupational skill training needs for youth. Labor market information and data also will be used in determining the skill training to be provided. Occupational skill training will be provided to youth, as appropriate, based on assessment and the participant's desire and need for training.

Leadership Development Opportunities — Youth will be provided training and services that will improve their leadership skills. These opportunities may be obtained through experiences in the workplace such as job shadowing, youth-tutoring-youth programs, participation in community programs and projects, and similar activities.

Comprehensive Guidance and Counseling — Comprehensive guidance and counseling will be an aggregate part of the services provided to youth. Local boards and youth councils will coordinate the efforts of providing counseling, guidance, and other like services through the local schools and other entities such as Career Opportunities regional partnerships, viable One-Stop partners for youth, and other entities that provide and support career guidance and exploration activities.

Supportive Services — Supportive services will be provided in an effort to avoid and prevent youth from dropping out of programs and activities provided in the local area. Supportive services may include such things as tutoring, guidance, and counseling, as well as child care, transportation, information about the availability of these services, referrals to these services, job search, and similar activities.

Follow-Up Services — Youth enrolled in WIA activities will be provided with follow-up services for a minimum of twelve months following completion of participation in activities. Follow-up data will also be collected to assist in the determination and measurement of program success

(vii) Youth Who Have Special Needs

[Federal Planning Guidance: Describe the strategies to assist youth who have special needs or significant barriers to employment, including those who are deficient in basic literacy skills, school drop-outs, offenders, pregnant, parenting, homeless, foster children, runaways or have disabilities. (Sec. 112(b)(18))]

Through the One-Stop system, partners who can meet the special needs of individual youth will be identified. These partners can then provide individual assessment and plans to meet the identified needs of these youth.

In order to access this system, youth need not necessarily visit the One-Stop. Services and referrals may be provided away from the facilities by partners. Through cross-training of partners, common intake-forms, and a “no wrong door” paradigm, youth may be referred to entities who can assist them by contacting any one of the partners.

(viii) Coordination with Other Programs

[Federal Planning Guidance: Describe how coordination with Job Corps, youth opportunity grants, and other youth programs will occur. (Sec. 112(b)(18))]

Through the One-Stop system, local partners are cross-trained so as to become knowledgeable about other local partners. This, combined with a common intake system, enables them to better coordinate efforts with other partners in order to best serve all clients, including youth.

(d) Adult Education and Family Literacy

[Federal Planning Guidance: Describe the Adult Education and Family Literacy activities the State will provide within the following categories: (Sec. 224(b)(2), Sec. 231(b))]

- *Adult Education and Literacy services, including workplace literacy services*
- *Family literacy services*
- *English literacy programs]*

The ADWE shall require each eligible provider receiving a grant or contract under section 231(a) of the WIA to use the grant or contract to establish or operate one or more programs to provide services in one or more of the following categories:

- Adult education and literacy services, including workplace literacy services (literacy services that are offered for the purpose of improving the productivity of the workforce through the improvements of literacy skills) (Section 203)(18)
- Family literacy services
- English literacy programs (Section 213)(b)

Description of Services: Scope, Content, and Organization of Local Activities:

Since 1964, Arkansas has operated full-time public adult education/literacy programs. In program year 1998-1999, 53 adult education centers received state or federal adult education funds (or a combination thereof) to operate full-time programs. The adult basic education and adult secondary education programs in Arkansas are an integral part of the comprehensive education services provided for each county. Service delivery systems are diverse: programs are funded through a variety of agencies, including public schools systems, county boards of education, community colleges, technical colleges, technical institutes, and one private two-year college. Special adult education programs are also funded for the Arkansas Department of Correction School District and the Arkansas School for the Deaf.

Adult education services include business and industry-specific workplace education programs that are based on literacy task analyses performed by trained local adult education personnel. In many cases, the development of the resulting curriculum for workplace education programs is done collaboratively with adult education providers, ADED (Arkansas Department of Economic Development) Customized Training Coordinators, and company representatives. An exemplary pre-employment program, the Workforce Alliance for Growth in the Economy (WAGE), is growing statewide. Many adult basic and secondary academic programs continue to be offered in work site locations across the state.

Approximately forty-seven community-based and/or privately operated literacy councils are funded annually with federal Direct and Equitable (D/E) and/or Correctional/Institutional (C/I) funds. A progressive attribute of the alliance and collaborative relationship between Arkansas' private, non-profit, and community-based literacy programs and the AWDE-AES is the sharing of resources and information. This collaboration has gained strength through the efforts of numerous insightful leaders in the state over the past 10 to 12 years.

Family literacy and ESL programs are growing in number and intensity in Arkansas. Both adult education and literacy programs participate, sometimes jointly, in family literacy and ESL programs. One literacy program has piloted a family literacy program specifically for ESL students. Most of the family literacy programs are collaborative ventures with school districts, Even Start, and Head Start programs, with the adult education component provided by ADWE funded programs. The number and emphasis on these two activities is projected to increase,

based on a growing, non-native speaking population in Arkansas and on the availability of funds in the area of family literacy.

Regarding scope, content and organization of local activities described above:

Since 1967 all Arkansas full-time and part-time adult education teachers have been required to hold a current Arkansas Department of Education teacher's certification. Full-time adult education teachers must acquire certification in adult education within four years of their initial employment. This certification is an endorsement that includes 18 graduate hours of study specifically for teaching adults. The ADWE sponsors a program through the AALRC that reimburses teachers, administrators, and counselors for college credit courses required to attain the Arkansas adult education certification.

The ADWE funds activities through the Arkansas Literacy Councils, Inc. which train and credential tutors in the areas of tutoring reading and ESL. The ADWE also sponsors the participation of paid, non-profit literacy council personnel for AALRC professional development activities in the areas of learning disabilities, ESL, instructional strategies and techniques, counseling, and program development.

A majority of the Arkansas adult education and literacy programs utilize technology in student instruction and program administration.

A statewide computerized student records management system has been in use since 1991.

A majority of adult education and literacy programs in Arkansas have at least one staff member who has completed training in learning disabilities awareness, use of assessment instruments, resources and referrals, and development of strategies for instruction and self-advocacy.

Special Rule for the Use of Funds for Family Literacy:

In awarding a grant or contract under Section 231 of the WIA, ADWE shall not use any funds made available under this subtitle for adult education and literacy activities, for the purpose of supporting or providing programs, services, or activities for individuals, who are not individuals described in subparagraphs (A) and (B) of Section 203 (1) of the WIA, except when ADWE may use such funds for such purpose, if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities under this subtitle for activities other than adult education activities. (Section 231 (d))

Description of New Organizational Arrangements and Changes:

ADWE is working with the Employment Security Department (ESD) at the state level to ensure adult education is included in the one-stop initiative mandated by the Workforce Investment Act. Local adult education providers plan to establish offices within the one-stop centers where feasible to provide education assessments and to provide services to referrals to local adult education providers.

An agreement has been reached at the state level with the DHS for local adult education providers to provide educational and employability assessments for TEA clients. The AALRC, funded by ADWE, is training DHS case managers to conduct learning disabilities screenings for TEA clients as part of the initial intake process. By identifying clients who may have learning disabilities during the initial intake process at the DHS office, adequate accommodations can be provided during the assessment process at the local adult education center following LD diagnosis by Arkansas Rehabilitation Services (ARS). This results in a more accurate assessment of clients' basic academic skills levels. Clients who are diagnosed as LD by ARS may also require accommodations as they move from welfare to work; this collaborative screening/diagnosis/assessment procedure ensures that the client receives appropriate and effective services throughout the entire welfare to work process.

Local adult education providers are entering into collaborative arrangements with local TEA coalitions to provide childcare and transportation for TEA clients. As a result, many single young mothers are able to attain their GED and gain employment. Many local adult education and literacy council directors serve on local TEA coalition boards.

(e) Food Stamp Employment & Training

(i) Components of E & T Program

[Federal Planning Guidance: Describe the components of the State's E&T program.]

The Division of County Operations of Arkansas Department of Human Services, Food Stamp E&T Program has designated five components to be used as means to reach those ABAWDS who may not possess the skills or employer qualification needed to actively look for employment or to become employed while at the same time remain eligible for benefits if needed. The following components will be included in Arkansas' E&T program: Independent Job Search, Job Club, GED/High School Completion, English as a Second Language and JTPA. Four of the components listed above are non-work components: Independent Job Search, Job Club, GED/High School Completion and English as a Second Language; and one component, JTPA

Referral, may involve both non-work or work dependent upon the activity for which a referral was made.

(ii) Hours of Participation

[Federal Planning Guidance: Discuss the weekly/monthly hours of participation required of each program component.]

The participation requirements for all components will be up to 120 hours per month with some specifics associated with some components.

(iii) Components of Work Program for ABAWDS)

[Federal Planning Guidance: Describe planned combinations of components to meet the statutory requirement of 20 hours of participation per week to qualify as a work program for ABAWDS.]

Arkansas operates an E&T Program in only one county in the State. All other counties in the State are exempt from the E&T program. Arkansas operates a Workfare Program in two counties

We routinely seek waivers of the ABAWD requirements for areas where the unemployment rate is over 10 percent and for areas classified by the Department of Labor as labor surplus. We have sought special waivers in areas where the unemployment rate is high due to special circumstances – e.g., plant closings have increased the unemployment rate. In the areas where a waiver does not apply, we utilize all of the ABAWD exemptions granted by FNS. We continue to apply these exemptions to individuals as long as they are available. We maintain records of the exemptions granted in each county.

(f) TANF

(i) The Program

[Federal Planning Guidance: Outline how the State intends to conduct a program, designed to serve all political subdivisions in the State (not necessarily in a uniform manner), that provides assistance to needy families with (or expecting) children and provides parents with job preparation, work, and support services to enable them to leave the program and become self-sufficient. (Sec. 402(a)(1)(A)(i))]

The Department of Human Services administers the TEA program on a statewide basis. The Division of County Operations is responsible for the day-to-day operation, including the delivery of cash assistance benefits and employment services.

The Department has interagency agreements with the Department of Health, the Department of Education, the Employment Security Department (ESD) and the Office of Child Support Enforcement (OCSE) for the provision of necessary services and necessary exchanges of information. The Department also interfaces with other agencies such as JTPA and Vocational Education in providing employment-related services.

(ii) Requirement of Work

[Federal Planning Guidance: Outline how the State intends to require a parent or caretaker receiving assistance under the program to engage in work (as defined by the State) once the State determines the parent or caretaker is ready to engage in work, or once the parent or caretaker has received assistance under the program for 24 months (whether or not consecutive,) whichever is earlier, consistent with section 407(e)(2). (Sec. 402(a)(1)(A)(ii))]

Section 4 of Arkansas' Title IV-A State Plan specifies the work requirement for parents and other adult caretakers receiving cash assistance

(iii) Ensurance of Work Requirement

[Federal Planning Guidance: Outline how the State intends to ensure that parents and caretakers receiving assistance under the program engage in work activities in accordance with section 407. (Sec. 402(a)(1)(A)(iii))]

Section 4 of Arkansas' Title IV-A State Plan specifies the work requirement for parents and other adult caretakers receiving cash assistance

(iv) Confidentiality of Information

[Federal Planning Guidance: Outline how the State intends to take such reasonable steps as deemed necessary to restrict the use and disclosure of information about individuals and families receiving assistance under the program attributable to funds provided by the Federal government. (Sec. 402(a)(1)(A)(iv))]

It is unlawful, except for purposes directly connected with the administration of the Transitional Employment Assistance program, for any person or persons to solicit, disclose, receive, make use of, or to authorize, knowingly permit, participate in, or acquiesce in the use of, any list of names, of or any information concerning persons applying for or receiving such assistance. This includes information from the records, papers, files or communications of the State or County Office, or information acquired in the course of the performance of official duties.

Information concerning an applicant, recipient, or other persons known to the Department of Human Services will not be made available without the written consent of the applicant, recipient, or other persons known to the Division except to authorized employees of the Department of Human Services and other state or federally funded agencies for certain purposes directly connected to the implementation of the program or other federally funded programs based on need. (Section 9.1 of Arkansas Title IV-A State Plan)

(v) State Maintenance of Effort Funds

[Describe the financial eligibility criteria covered with the State Maintenance of Effort (MOE) funds. This description applies to State MOE funds that are used in the State's TANF program or used to fund a separate State program.]

Arkansas does not operate any separate State programs with MOE funds. Therefore, the financial eligibility criteria for the State MOE funds used in the TANF program are the same as those for the federal TANF funds.

(g) Welfare-to-Work

(i) Employment Activities

[Federal Planning Guidance: Describe State and local strategies regarding the employment activities that are planned under this grant]

Employment activities include but are not limited to, unsubsidized employment, subsidized private sector employment, subsidized public-sector employment, work experience, on-the-job training, job search and job readiness activities, community service programs, vocational educational training, job skills training related to employment, education related employment (if the participant does not have a high school or GED diploma), secondary school or GED, trial jobs, job coaching, mentoring, job sharing, job retention skills, and supportive services when those services are not otherwise available. Trial jobs are used when through assessment a client shows interest in several occupations. In these cases, a contract is developed with employers offering the client an opportunity to try the job for a short time.

Contracts and other financial or non-financial agreements with public, private, and/or other State entities for the provision of employment-related or other services are used to obtain training and services. WIBs will use their currently approved service providers. WIBs will use REPs to reach organizations not traditionally used for services, such as faith-based Organizations. These contracts and/or agreements will include activities such as intake; program assessment to determine the client's need for supportive services and/or other available services; assessment and testing of qualified participants to determine job readiness; training needs, including on-the-

job training or work experience; work-flex; job placement of qualified individuals with employers; post-employment services, including program follow-up activities during and after participation, especially in the areas of job retention and customer satisfaction. Entry-level positions may not necessarily be in demand occupations, but placements will lead to positions in demand or growth occupations or income levels that will be self-sufficient. Jobs will be created using wage subsidies to provide incentives for hiring by public or private employers.

(ii) Utilization of Contracts

[Federal Planning Guidance: Describe State and local strategies regarding the utilization of contracts with public and private providers of job readiness, placement and post-employment services; job vouchers for placement, readiness, and post-employment services; job retention, or support services, if not otherwise available to the individual participants receiving WtW services, that are planned under this grant.]

Contracts and other financial or non-financial agreements with public, private, and /or other State entities for the provision of employment-related or other services are used to obtain training and services. Local workforce investment boards will use their currently approved service providers. WIBs will use RFPs to reach organizations not traditionally used for services, such as faith-based organizations. These contracts and/or agreements will include activities such as intake; preprogram assessment to determine the client's need for supportive services and/or other available services; assessment and testing of qualified participants to determine job readiness; training needs, including on-the-job training or work experience; work-flex; job placement of qualified individuals with employers; post-employment services, including program follow-up activities during and after participation, especially in the areas of job retention and customer satisfaction. Entry-level positions may not necessarily be in demand occupations, but placements will lead to positions in demand or growth occupations or income levels that will be self-sufficient. Jobs will be created using wage subsidies to provide incentives for hiring by public or private employers.

(h) SCSEP

[Federal Planning Guidance: Provide a description of each project function or activity and how the applicant will implement the project. The following activities should be discussed separately: (Sec. 3(A))]

- **Recruitment and selection of enrollees**

The Area Agencies on Aging (AAAs) will recruit and certify all enrollees for the Division of Aging and Adult Services (DAAS) Title V Program. Positions will be advertised through Employment Security Department (ESD) Bulletins, radio, newspaper, and television public service announcements and community service organizations such as hospitals and senior

centers. Recruitment procedures will ensure equitable participation by minorities, persons with limited English speaking ability, and those with the greatest economic need.

ESD and AAAs will use eligibility criteria established by the Department of Labor (DOL). The ESD office will determine eligibility prior to referring applicants to the appropriate AAAs.

The Title V Coordinator of each AAA will select applicants for enrollment according to the following priorities:

- Eligible individuals who are in the greatest economic need
- Eligible individuals who are 60 years or older
- Enrollees seeking re-enrollment following termination of an unsubsidized job through no fault of their own or due to illness, if re-enrollment is sought within one year of termination

Within all priorities, first consideration will be given to those eligible individuals with poor employment prospects.

An intake, and temporary status (when applicable) form will be completed on all enrollees. The AAAs will maintain a copy of all forms. A Document Requirement Form shall be completed and signed by both the enrollee and the interviewer.

- **Continued eligibility for enrollment in the SCSEP**

The AAA will recertify enrollees at least once during the program year. All enrollees that are being recertified must meet established income guidelines and be offered a physical examination to be given by a physician, or within 60 days sign a waiver refusing the physical examination. The AAA will use the DOL approved eligibility criteria. The AAA maintains a set of the enrollee's recertification forms along with a copy of the Individual Development Plan and the Title V Documentation Requirements forms.

If an enrollee was incorrectly determined to be eligible, he/she will be terminated from the program. The enrollee will be given 30 days notice prior to termination if ineligibility is because of income. Prior notice (30 days) will also be given if the enrollee was incorrectly determined to be eligible due to the program's error.

If the enrollee knowingly gave false information to the program, he/she will be terminated immediately. Furthermore, the AAA will notify DAAS.

When an enrollee loses eligibility he/she will be notified in writing of the reason so that he/she may appeal the decision. Also, the enrollee's supervisor and the AAA director will review the decision.

- **Physical examinations**

Applicants will be offered a physical examination by a physician or sign a waiver within 60 days refusing the physical examination. Enrollees will be offered annual exams after entry into the program. A physician will give the examination. There will be no charge to the applicant. Physical examinations are a fringe benefit. The physical examination shall not be used as an eligibility criterion. If the sub-project receives a copy of the enrollee's physical examination it shall be kept in a separate file.

- **Orientations**

Each new enrollee in community service employment, will receive orientation from his/her host agency on the functions of the agency; project objectives; community service employment assignments; training; supportive services; responsibilities, rights, and duties of an enrollee; permitted and prohibited political activities; plans for transition to unsubsidized employment; and a discussion of safe working conditions at each host agency.

- **Assessment**

His/her sponsor will interview each enrollee for information about past experience, present job readiness and preferences. The enrollee's skills, talents, training, work history and capabilities will be considered. Appropriate training and employment objectives and supportive services will be identified. The assessment will be the basis for the placement and the IDP and will be signed by the enrollee and the interviewer.

- **Individual development plan (IDP)**

An Individual Development Plan based on the assessment will be completed on all new enrollees and updated annually to determine:

- Training objectives
- Employment goals
- Action steps and time frames
- Barriers to employment
- Supportive services.

Copies of all Individual Development Plans will be signed by the enrollee and the sub-grantee interviewer and maintained in the enrollee's personnel file.

- **Placement into subsidized employment**

Prior to any placement, an Individual Development Plan shall be completed. If the enrollee is trained as an aide they will be placed in the home of an elderly individual. The aide will provide in-home services as outlined by the supervising LPN or RN. Those enrollees not enrolled as aides will be placed in training sites after their Individual Development Plan has been completed. Once skills have been established and the enrollee's job preference has been determined, the supervisor will find an appropriate placement.

Title V enrollees may be placed at Area Agency offices as employment specialists. Employment specialists provide counseling and locate unsubsidized employment for program participants as well as other elderly clients. In addition, enrollees are occasionally placed at AAA offices as clerks to help with Title V records and reports.

Each enrollee will work an average of no less than twenty (20) hours per week for fifty-two (52) weeks at no less than minimum wage. However, if an enrollee is interested in the program but cannot meet the 20-hour requirement, DAAS will establish a written agreement allowing fewer work hours. No SCSEP enrollee will work more than 1300 hours during the twelve-month period.

Each enrollee will have fringe at no more than 16.6%. The fringe includes worker's compensation, FICA, annual leave, sick leave, unemployment insurance, physical exams and professional liability insurance. The liability insurance is to protect enrollees placed as in-home service aides in the event they injure a client during service delivery.

The Division of Aging and Adult Services through the eight (8) Area Agencies on Aging ensures that each participant enrolled as an in-home aide will be adequately supervised by the LPN or RN to whom he/she is assigned. Designated AAA staff will supervise other enrollees. The AAAs also ensure that they will make periodic visits to the enrollee's job site to determine if the host agency supervision is adequate and within the Title V guidelines.

Host agencies will be a public or private non-profit organization, other than a political party, exempt from taxation under the provision of section 501(c)(3) of the Internal Revenue Service Code of 1954.

Letters of agreement will be negotiated between the host agency and the Area Agency on Aging and will be signed by both parties. The agreement may include the following requirements:

- The enrollee will not be treated any differently than any other employee, e.g., all policies that apply to other employees will be applicable to Title V enrollees.
- Any enrollee having a complaint must be given an opportunity to discuss it informally with the immediate host agency supervisor. If the complaint is not resolved informally, the enrollee may enter the host agency's formal grievance procedure. If the complaint cannot be resolved at the host agency, the complaint may be appealed to the AAA.
- The host agency will not displace or replace a paid employee with an enrollee.
- The host agency will not discriminate on the basis of race, color, religion, sex, national origin, handicap, or age (except when age is a valid consideration).
- The enrollee will be placed in jobs that help the enrollee develop good work habits, responsibilities and skills.
- The host agency will:
 - Give care and attention to the personal development of the enrollee;
 - Provide proper health and safety safeguards for each enrollee; and
 - Train and supervise the enrollee according to the enrollee's needs.
- The host agency will employ the enrollee if an opening occurs for which he/she is qualified.

The AAA will determine if the enrollee's work performance is satisfactory and assess their readiness to be placed in unsubsidized employment.

- **Training during community service employment and for other employment**

The Area Agencies on Aging are responsible for providing in-service training to enrollees to upgrade the enrollees' job skills and enhance their employability. All enrollees will attend this training. Topics will include personal improvement or job related subjects such as interpersonal skills, retraining options, gerontology, job interview skills, resume and letter writing, age discrimination, etc. Training will be aimed at enhancing the employability of all enrollees. Enrollees can receive up to 500 hours per grant year in training.

- **Supportive services**

The AAA will provide supportive services designed to assist the enrollee in participating successfully in community service assignments and, where appropriate, to prepare and assist the enrollee in obtaining unsubsidized employment. To the extent feasible, the AAA shall utilize supportive services available from other titles of the Older Americans Act, particularly those administered by the AAA and other funding sources. Supportive services may include, but need not be limited to:

- Counseling or instruction designed to assist the enrollee to participate successfully in their community service assignments and to obtain unsubsidized employment
- Counseling designed to assist the enrollee personally in areas such as health, nutrition, Social security benefits, Medicare benefits and retirement laws
- Incidentals including, but not limited to: uniforms, work shoes, badges, safety glasses and hand tools may be provided if necessary for successful participation in their assignments and if not available from other sources
- Periodic meetings on topics of general interest, including matters related to health, job seeking skills, safety and consumer affairs

- **Enrollee transportation**

The AAA may provide costs of enrollee transportation if transportation from other sources at no cost to the project is unavailable and such unavailability is documented. Transportation may be provided for enrollees from home to work, to training or to supportive services.

Grant funds may not be expended to support the transportation costs of host agencies or programs funded by other than SCSEP of the Older Americans Act, except where provided by federal law.

- **Placement into unsubsidized employment**

For the project period July 1, 1999 through June 30, 2000 the unsubsidized placement goal is 45. AAAs will be responsible for ensuring that Title V enrollees are placed in unsubsidized employment.

Since enrollees placed as aides will have training and job experience as in-home aides, the biggest emphasis will be to place these aides in health related programs. Positions as Home-Health Aides with certified Home Health Agencies are available and the aides are actively recruited by such agencies. With the aides receiving 60 hours of initial training plus 9 hours of in-service training quarterly, enrollees are better trained and qualified than some aides presently employed and working in such agencies. Employment opportunities are also available at hospitals, hospices, nursing homes, Medicaid personal care programs and other community programs.

Enrollees will utilize job clubs, in those Area Agencies where they are available, as one means of finding unsubsidized employment.

The Employment Security Department will assist the Area Agencies on Aging in placing enrollees in unsubsidized employment. The Title V Coordinator of the Area Agency will make at

least one (1) follow-up contact within three (3) months of placement. Priority for re-enrollment is given to former SCSEP enrollees who are unemployed.

DAAS will provide resource materials, hold training sessions with AAA SCSEP coordinators to encourage networking and the sharing of ideas and suggestions for improving the opportunities for enrollees and improving the unsubsidized placement efforts. DAAS will work with national sponsors and AAAs to improve SCSEP in Arkansas.

- **Maximum duration of enrollment**

The AAA may establish a maximum duration of enrollment in the grant agreement, when authorized by the Department. Time limits on enrollment shall be reasonable and IDPs shall provide for transition to unsubsidized employment or other assistance before the maximum enrollment duration has expired.

- **IDP related terminations**

When an enrollee refuses to accept a reasonable number of referrals or job offers to unsubsidized employment consistent with his or her IDP and there are no extenuating circumstances, the enrollee may be terminated from the SCSEP. Such a termination shall be consistent with administrative guidelines issued by the Department and the termination shall be subject to the applicable appeal rights and procedures described in the grant.

- **Enrollee complaint resolution**

Before an enrollee/applicant is placed in subsidized employment he/she will receive the following:

- A copy of the policies and procedures (including the grievance procedures) of the AAA and host agency;
- A copy of his/her job description; and
- An opportunity to discuss the policies, procedures and job description with the AAA and host agency.

The Title V Coordinator will conduct an informal conference with the host agency and the enrollee if any of the following situations occur:

- A situation that warrants disciplinary action against the enrollee;
- An enrollee feels that he/she has been treated unfairly; or
- An enrollee is dissatisfied with his/her situation.

If the problem cannot be resolved, the AAA will find a new placement with another host agency. However, if the enrollee's actions create grave consequences, the AAA must terminate the enrollee. The action should not be taken unless the host agency can supply adequate documentation to support their position.

If the enrollee is terminated for any reason, the SCSEP enrollee may request and shall be given the opportunity to enter the AAA's grievance procedure.

If the issue is still unresolved, the SCSEP enrollee may request a review hearing from the Division of Aging and Adult Services. Also, the Department of Labor can forward an appeal for review when a law has been broken.

- **Over-enrollment**

Should attrition or funding adjustments prevent a portion of project funds from being fully utilized, the AAA may use those funds during the period of the agreement to over-enroll additional eligible individuals. The number over-enrolled may not exceed 20 percent of the total number of authorized positions established under the grant agreement without the written approval of the Department. Payments to or on behalf of enrollees in such positions shall not exceed the amount of the unused funds available. Each individual enrolled in such a position shall be informed in writing that the assignment is temporary in nature and may be terminated. The AAA shall first seek to maintain full enrollment in authorized positions and shall seek to schedule all enrollments and terminations to avoid excessive terminations at the end of the grant period.

(k) CSBG

[Federal Planning Guidance: Explain how the activities funded will:

- (i) Remove obstacles and solve problems that block the achievement of self-sufficiency, including those families and individuals who are attempting to transition off a State program carried out under part A of Title IV of the Social Security Act.*
- (ii) Secure and retain meaningful employment.*
- (iii) Attain an adequate education, with particular attention toward improving literacy skills of the low-income families in the communities involved, which may include carrying out family literacy initiatives.*
- (iv) Make better use of available income.*
- (v) Obtain and maintain adequate housing and a suitable living environment.*
- (vi) Obtain emergency assistance through loans, grants, or other means to meet immediate and urgent family and individual needs.*
- (vii) Achieve greater participation in the affairs of the communities involved, including the development of public and private grassroots partnerships with local law enforcement agencies, local housing authorities, private foundation, and other public and private partners.*

(viii) Create youth development programs that support the primary role of the family, give priority to the prevention of youth problems and crime, and promote increased community coordination and collaboration in meeting the needs of youth, and support development and expansion of innovative community-based youth development programs that have demonstrated success in preventing or reducing youth crime.

(ix) Provide supplies, services, nutritious foods, and related services, as may be necessary to counteract conditions of starvation and malnutrition among low-income individuals.]

Each eligible entity is required, in order to be eligible for Community Services Block Grant funding, by the seventh month prior to the end of the fiscal year, to conduct a community needs assessment of the needs of the low income persons in their area. They are also required to hold a public hearing to provide opportunity for public comment on the proposed use and distribution of funds based on the results of the needs assessment. As a result of the hearing, the board must adopt a Statement of Purposes and Strategy which indicates the primary poverty problems of the area which the eligible entity will address during the year, and the share of available funds to be allocated to each problem area. This serves as a basis for the program activities proposed by the local board for funding. Activities outlined in items i-ix are eligible.

Eligible entities will provide programs, services and activities designed to assist low-income people become self-sufficient. Those activities will produce outcomes based on the six national Community Services Block Grant goals. Other activities include placing people in full-time and part-time jobs; job training or work experience; child development services; financial and other assistance for educational purposes; providing adult basic education or college preparation; literacy services; income maintenance; assistance in preparing family budgets; income counseling; tax assistance; referrals to legal services; housing repairs; rental/mortgage assistance; providing emergency assistance such as utility, health related and disaster assistance; food, clothing and travel assistance; placing low income people on community decision-making boards; participation in organized crime prevention activities; youth development programs; hot meals; child feeding programs; and commodities distribution.